



JACKSON ELEMENTARY

1730 Jefferson Davis
Camden, South Carolina

Grades	K-5 Elementary School	
Enrollment	432 Students	
Principal	Gerald Gary	803-425-8965
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

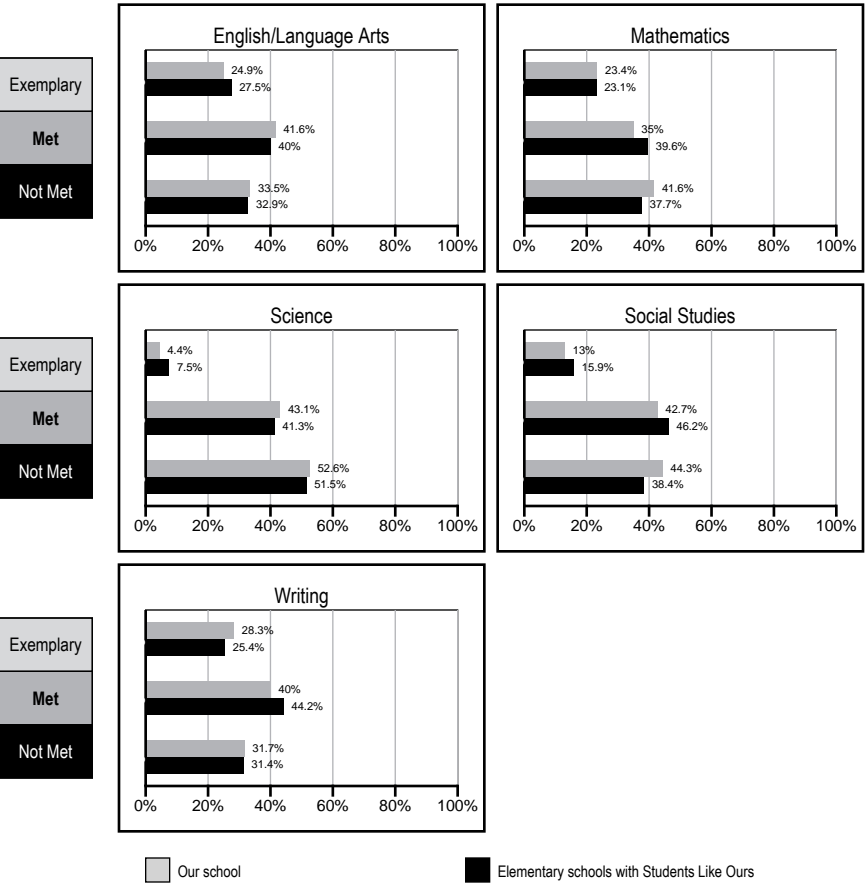
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	22

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=432)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.5%	1.5%	1.1%
Attendance rate	95.9%	Up from 95.6%	95.9%	96.2%
Served by gifted and talented program	9.6%	Up from 8.2%	6.0%	13.4%
With disabilities other than speech	2.8%	Down from 7.3%	4.3%	4.1%
Older than usual for grade	0.9%	Up from 0.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Up from 69.0%	61.8%	62.5%
Continuing contract teachers	84.8%	Up from 82.8%	83.3%	88.2%
Teachers returning from previous year	87.2%	Down from 92.5%	85.3%	87.8%
Teacher attendance rate	95.9%	Down from 96.5%	95.1%	95.2%
Average teacher salary*	\$48,559	Up 2.7%	\$45,250	\$46,773
Professional development days/teacher	3.3 days	Down from 4.2 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.3	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 16.7 to 1	17.7 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 91.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Up from 94.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,599	Down 9.1%	\$8,300	\$7,447
Percent of expenditures for instruction**	73.8%	Up from 71.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	72.5%	Up from 67.0%	64.5%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Jackson School is excited to have met Adequate Yearly Progress and raised our Absolute Value on the School Report Card for two consecutive years. This is a result of focusing on meeting the needs of individual students, which in turn creates group success. We pride ourselves on creating an atmosphere in which our parents feel invited and welcomed and this commitment has increased student performance.

We are proud of the fact that in our new LEED Gold School, all classrooms have smart boards and other Multimedia technology to enhance instruction. Our developmentally appropriate space for students has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be one of the strengths of our program.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on discipline, morale, and meeting the needs of a diverse community. Many variables are included in providing the very best learning environment for all students. As a team we will continue to strive to provide the very best educational setting for all students.

Gerald E. Gary, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	58	28
Percent satisfied with learning environment	89.5%	84.5%	89.3%
Percent satisfied with social and physical environment	89.5%	82.5%	88.9%
Percent satisfied with school-home relations	68.4%	86.2%	78.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 11 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	208	100	33.5	41.6	24.9	77.2	85.2	82.4	No	Yes
Gender										
Male	103	100	46.9	31.3	21.9	68.8	82.3	78.7	N/A	N/A
Female	105	100	20.8	51.5	27.7	85.1	88.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	52	100	30.6	34.7	34.7	77.6	89.1	88.9	Yes	Yes
African American	141	100	37	44.4	18.5	75.6	76.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	15	100	7.7	38.5	53.8	92.3	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	32	100	87.1	3.2	9.7	32.3	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	81.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	34.1	42	23.9	76.7	79.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	208	100	41.6	35	23.4	73.6	84.2	81.9	No	Yes
Gender										
Male	103	100	46.9	33.3	19.8	68.8	82.3	79.9	N/A	N/A
Female	105	100	36.6	36.6	26.7	78.2	86.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	52	100	28.6	38.8	32.7	77.6	88.9	88.9	Yes	Yes
African American	141	100	48.1	32.6	19.3	71.1	72.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	94.6	I/S	I/S
Hispanic	15	100	23.1	46.2	30.8	84.6	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
Disability Status										
Disabled	32	100	71	19.4	9.7	38.7	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	16.7	50	33.3	91.7	85.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	43.8	33.5	22.7	73.3	77.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	144	98.6	52.6	43.1	4.4	47.4	72.3	68.6
Gender								
Male	73	97.3	56.5	39.1	4.3	43.5	72.5	68.3
Female	71	100	48.5	47.1	4.4	51.5	72	68.9
Racial/Ethnic Group								
White	40	95	31.6	55.3	13.2	68.4	81.3	80.7
African American	95	100	61.5	37.4	1.1	38.5	52.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	24	95.8	78.3	17.4	4.3	21.7	39.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.6	60.7
Socio-Economic Status								
Subsidized meals	124	99.2	55.5	40.3	4.2	44.5	61.4	57.3

Social Studies

All Students	139	99.3	44.3	42.7	13	55.7	72.8	72.5
Gender								
Male	68	98.5	47.6	31.7	20.6	52.4	72.2	72
Female	71	100	41.2	52.9	5.9	58.8	73.5	73.1
Racial/Ethnic Group								
White	32	100	32.3	45.2	22.6	67.7	78	81
African American	97	99	52.2	40.2	7.6	47.8	60.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	22.2	45.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.4	69.7
Socio-Economic Status								
Subsidized meals	126	99.2	48.3	40.8	10.8	51.7	63.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	62	100	31.7	40	28.3	68.3	77.8	73.2	95.9	95.9
Gender										
Male	30	100	41.4	37.9	20.7	58.6	73.2	67.2	95.5	95.8
Female	32	100	22.6	41.9	35.5	77.4	82.8	79.4	96.3	96
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	84	81.5	95.7	95.6
African American	44	100	31.8	45.5	22.7	68.2	66.1	61.3	96.1	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60.3	66.7	94.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	27.4	26	94.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.8	65.7	96	97
Socio-Economic Status										
Subsidized meals	56	100	34.5	38.2	27.3	65.5	67.1	63.2	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	69	100	41.5	23.1	35.4	58.5
	4	56	100	29.6	48.1	22.2	70.4
	5	79	100	37.3	52	10.7	62.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	30.3	33.3	36.4	69.7
	4	75	100	36.6	43.7	19.7	63.4
	5	63	100	33.3	48.3	18.3	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	69	100	46.2	30.8	23.1	53.8
	4	56	100	25.9	50	24.1	74.1
	5	79	100	37.3	45.3	17.3	62.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	48.5	22.7	28.8	51.5
	4	75	100	29.6	46.5	23.9	70.4
	5	63	100	48.3	35	16.7	51.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	36	100	67.6	17.6	14.7	32.4
	4	56	100	42.6	50	7.4	57.4
	5	39	100	60.5	34.2	5.3	39.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	94.6	62.9	31.4	5.7	37.1
	4	75	100	47.9	50.7	1.4	52.1
	5	32	100	51.6	38.7	9.7	48.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	54.8	32.3	12.9	45.2
	4	56	100	37	48.1	14.8	63
	5	40	100	51.4	45.9	2.7	48.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	33	97	22.6	61.3	16.1	77.4
	4	75	100	46.5	40.8	12.7	53.5
	5	31	100	62.1	27.6	10.3	37.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	67	100	46.2	32.3	21.5	53.8
	4	58	100	18.2	54.5	27.3	81.8
	5	79	100	37.3	42.7	20	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	62	100	31.7	40	28.3	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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